

Draft suggested text list


Year 7 and 8

Text requirements		
Text forms and numbers	Text complexity	Range of texts
Across the phase, students must engage meaningfully with: <ul style="list-style-type: none">› at least two works of extended written text³› at least one collection of poetry› at least one film› at least one drama text› a range of other text forms, including short stories, non-fiction texts, and visual, spoken, multimodal, and digital texts.	Texts should be of varying lengths, have an appropriate level of complexity, and include: <ul style="list-style-type: none">› a level of sophistication that supports intended practices and aligns with the increasing depth required for student progress› words and phrases with multiple meanings that require students to know and use effective word-solving strategies to retain their focus on meaning› non-continuous text structures and mixed text types› sentences that vary in length, including long, complex sentences that contain a lot of information› visual features that contain main ideas, including, for example, illustrations, photographs, text boxes, diagrams, maps, charts, or graphs› language features that contribute to a text's richness, including, for example, metaphor, similes, and onomatopoeia› ideas and contexts that are relevant to students' lives – for example, ageappropriate characters overcoming challenges› elements that require interpretation, such as complex plots, developed themes, and abstract ideas› complex layers of meaning and/or information that require students to infer meaning or make judgments.	Students must experience historical and contemporary fiction and non-fiction texts that are widely regarded as high quality. ⁴ These texts must include: <ul style="list-style-type: none">› seminal texts, which are important writings, such as books, stories, or poems, that have played a significant role in helping people appreciate and understand texts; these texts are valued because they introduce key ideas and ways of thinking› texts by Aotearoa New Zealand authors› texts from around the world› texts from popular and youth cultures› texts students have chosen for personal interest and enjoyment. Non-fiction texts include: <ul style="list-style-type: none">› reports› explanations› arguments› discussions› articles› biographies› news from reliable sources.

3 A comprehensive piece of fiction or non-fiction (e.g., a novel or memoir) that develops a subject in depth and often involves multiple sections or chapters, allowing for detailed arguments and complex ideas


4 High-quality texts are well crafted, engaging works of fiction or non-fiction that exhibit literary excellence, address meaningful themes, and offer significant educational value and challenge.

This resource is a supplement to the draft year 7-13 English learning area. This draft resource provides a short list of example suggested texts that align to and exemplify the range, form and complexity outlined above. A fuller list of suggested texts that align to and exemplify the text requirements will be available with the final English learning area in Term 4 2025. We will continue to develop this list using feedback from you including additional teaching resources to support these texts.




Extended written text:

- › Charlie Tangaroa and the Creature from the Sea by Tania Roxborough
- › Holes by Louis Sachar
- › The Breadwinner by Debroah Ellis




Poetry Collections:

- › Selected poems by Hone Tuwhare, including Rain
- › Annual by Kate de Goldi and Susan Paris
- › The Red Wheelbarrow and other poems by William Carlos Williams




Drama texts:

- › School Journal Level 4
- › War Horse by Michael Morpurgo (stage adaptation by National Theatre)
- › Anne Frank: The Diary of a Young Girl by Anne Frank (adapted for stage)



Films:

- › Wonder directed by Stephen Chbosky
- › Spirited Away directed by Hayao Miyazaki
- › Bridge to Terabithia directed by Gábor Csupó



A range of other text forms:

including short stories, non-fiction texts, and visual, spoken, multimodal, and digital texts:


- › School Journal Level 4
- › Malala Yousafzai's United Nations Speech (2013)
- › I am Eleven directed by Genevieve Bailey

Draft suggested text list

Year 9 and 10


Text requirements		
Text forms and numbers	Text complexity	Range of texts
<p>This list is designed to ensure students encounter at least one of each of these text types across this phase. In planning a comprehensive teaching and learning programme, teachers should ensure that students engage meaningfully with more than the minimum number of texts listed here.</p> <p>Across the phase, students must engage meaningfully with:</p> <ul style="list-style-type: none">› at least two works of extended written text, at least one of which must be a novel› at least one collection of poetry› at least one film› at least one drama text› at least one short story› at least one non-fiction text› a range of other text forms, including visual, spoken, multimodal, and digital texts.	<p>Texts should be of varying lengths, have appropriate complexity, and include:</p> <ul style="list-style-type: none">› a level of sophistication that supports intended practices and aligns with the increasing depth required for student progress› multiple perspectives, which may be expressed across a number of texts› language features, including euphemism, juxtaposition, and hyperbole, that may require students to use strong inferencing skills to know the intended meaning› ideas that are complex, but that students can relate to› themes that may challenge assumptions and deepen understanding› characters, settings, and events that work together to support the audience’s understanding of the author’s purpose› challenging perceptions and world views.	<p>Students must experience historical and contemporary texts that are widely regarded as high quality. These texts must include:</p> <ul style="list-style-type: none">› fiction texts› non-fiction texts› seminal world texts from different places and times that have shaped literature and ideas around the world› texts by Aotearoa New Zealand authors› texts from around the world› texts from popular and youth cultures› texts students have chosen for personal interest and enjoyment.

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Extended written text:

- › Tomorrow, When the War Began by John Marsden
- › The Pōrangī Boy by Shilo Kino
- › The Knife of Never Letting Go by Patrick Ness




Poetry Collections:

- › Poetry of WWI Poets
- › Still I Rise and other poems by Maya Angelou
- › The Shape of Words and other poems by Glenn Colquhoun




Drama texts:

- › Macbeth by William Shakespeare
- › Maui and Sina by Helen Taou Filisi
- › Rēwena by Whiti Hereaka



Films:

- › Fantastic Mr Fox by Wes Anderson
- › Two Cars, One Night by Taika Waititi
- › Whale Rider by Niki Caro



A range of other text forms: including short stories, non-fiction texts, and visual, spoken, multimodal, and digital texts:

- › I Have a Dream by Martin Luther King
- › The Dream Sleepers and other stories by Patricia Grace
- › Pounamu, Pounamu by Witi Ihimaera


Draft suggested text list

Year 11

Text requirements		
Text forms and numbers	Text complexity	Range of texts
<p>In each year across phase 5, students must engage meaningfully with:</p> <ul style="list-style-type: none">› a range of text forms, which will include short stories, drama texts, non-fiction texts, and visual, spoken, multimodal, and digital texts› at least one extended written text, which is a comprehensive piece of fiction or non-fiction (e.g., a novel or memoir)⁶› at least one collection of poetry› at least one film› at least one drama text. <p>When planning a comprehensive teaching and learning programme, teachers should ensure that students engage meaningfully with more than the minimum number of texts listed here.</p>	<p>During year 11</p> <p>Texts must be of varying lengths, have appropriate complexity, and include:</p> <ul style="list-style-type: none">› a level of sophistication that supports intended practices and aligns with the increasing depth required for student progress› increasingly complex language strategies and techniques, including features such as sound devices, symbolism, personification, and extended metaphors, sometimes woven through the text› traditional structures that may be subverted for effect› ideas explored across a number of texts, enhancing audiences' understanding› characters with complex relationships, requiring the reader to use inference and critical interpretation› contexts that require the reader to seek out additional information in order to understand the text's central themes.	<p>Students must experience historical and contemporary texts that are widely regarded as high quality. These texts must include:</p> <ul style="list-style-type: none">› fiction texts› non-fiction texts› seminal world texts from different places and times that have shaped literature and ideas around the world› texts by Aotearoa New Zealand authors› texts from around the world› texts from popular and youth cultures› texts students have chosen for personal interest and enjoyment.


6 An extended written text develops a subject in depth and often involves multiple sections or chapters, allowing for detailed arguments and complex ideas.

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Extended written text:

- › Lord of the Flies by William Golding
- › T.H.U.G. by Angie Thomas
- › Bugs by Whiti Hereaka




Poetry Collections:

- › Ozymandias and others by Percy Bysshe Shelley
- › Small holes in the silence: collected poems by Hone Tuwhare
- › Unity and collected poems by Selina Tusitala Marsh




Drama texts:

- › Romeo and Juliet by William Shakespeare
- › The Crucible by Arthur Miller
- › Krishnan's Dairy by Jacob Rajan



Films:

- › The Hate U Give by George Tillman Jr.
- › Romeo and Juliet by Baz Luhrmann
- › Little Women by Greta Gerwig



A range of other text forms: including short stories, non-fiction texts, and visual, spoken, multimodal, and digital texts:

- › All who live on islands by Rose Lu
- › Pūrākau by Witi Ihimaera and Whiti Hereaka
- › How False News Can Spread by Noah Tavlin


Draft suggested text list

Year 12

Text requirements		
Text forms and numbers	Text complexity	Range of texts
<p>In each year across phase 5, students must engage meaningfully with:</p> <ul style="list-style-type: none">› a range of text forms, which will include short stories, drama texts, non-fiction texts, and visual, spoken, multimodal, and digital texts› at least one extended written text, which is a comprehensive piece of fiction or non-fiction (e.g., a novel or memoir)⁶› at least one collection of poetry› at least one film› at least one drama text. <p>When planning a comprehensive teaching and learning programme, teachers should ensure that students engage meaningfully with more than the minimum number of texts listed here.</p>	<p>During years 12 and 13</p> <p>Texts must be of varying lengths, have appropriate complexity, and include:</p> <ul style="list-style-type: none">› a level of sophistication that supports intended practices and aligns with the increasing depth required for student progress› increasingly mature themes relating to human nature and society› complex ideas that can be explored across a range of text forms and genres› historical, political, psychological, or philosophical contexts that require additional conceptual understandings› a work by Shakespeare and a text from the 19th century.	<p>Students must experience historical and contemporary texts that are widely regarded as high quality. These texts must include:</p> <ul style="list-style-type: none">› fiction texts› non-fiction texts› seminal world texts from different places and times that have shaped literature and ideas around the world› texts by Aotearoa New Zealand authors› texts from around the world› texts from popular and youth cultures› texts students have chosen for personal interest and enjoyment.


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Extended written text:

- › 1984 by George Orwell
- › The Handmaid's Tale by Margaret Atwood
- › Leaves of the Banyan Tree by Albert Wendt




Poetry Collections:

- › Shakespearean Sonnets
- › Edgar Allen Poe – The Raven and others
- › The World's Wife by Carol Ann Duffy




Drama texts:

- › Hamlet by William Shakespeare
- › A Streetcar Named Desire by Tennessee Williams
- › Dawn Raids by Oscar Kightley



Films:

- › Testament of Youth directed by James Kent
- › Waru Collection by Briar Grace-Smith, Casey Kaa, Ainsley Gardiner, Katie Wolfe, Renae Maihi, Chelsea Cohen, Paula Whetu Jones, Awanui Simich-Pene
- › The Truman Show by Peter Weir



A range of other text forms: including short stories, non-fiction texts, and visual, spoken, multimodal, and digital texts:

- › The Collected Stories of Katherine Mansfield
- › The Yellow Wallpaper by Charlotte Perkins Gilman
- › World War 2 Speeches of Churchill


Draft suggested text list

Year 13

Text requirements		
Text forms and numbers	Text complexity	Range of texts
<p>In each year across phase 5, students must engage meaningfully with:</p> <ul style="list-style-type: none">› a range of text forms, which will include short stories, drama texts, non-fiction texts, and visual, spoken, multimodal, and digital texts› at least one extended written text, which is a comprehensive piece of fiction or non-fiction (e.g., a novel or memoir)⁶› at least one collection of poetry› at least one film› at least one drama text. <p>When planning a comprehensive teaching and learning programme, teachers should ensure that students engage meaningfully with more than the minimum number of texts listed here.</p>	<p>During years 12 and 13</p> <p>Texts must be of varying lengths, have appropriate complexity, and include:</p> <ul style="list-style-type: none">› a level of sophistication that supports intended practices and aligns with the increasing depth required for student progress› increasingly mature themes relating to human nature and society› complex ideas that can be explored across a range of text forms and genres› historical, political, psychological, or philosophical contexts that require additional conceptual understandings› a work by Shakespeare and a text from the 19th century.	<p>Students must experience historical and contemporary texts that are widely regarded as high quality. These texts must include:</p> <ul style="list-style-type: none">› fiction texts› non-fiction texts› seminal world texts from different places and times that have shaped literature and ideas around the world› texts by Aotearoa New Zealand authors› texts from around the world› texts from popular and youth cultures› texts students have chosen for personal interest and enjoyment.


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Extended written text:

- › Pride And Prejudice by Jane Austen
- › Auē by Becky Manawatu
- › Purple Hibiscus by Chimamanda Ngozi Adichie




Poetry Collections:

- › The Waste Land by T.S Eliot
- › Home and other poems by Warsan Shire
- › Ariel by Sylvia Plath




Drama texts:

- › Othello by William Shakespeare
- › A Doll's House by Henrik Ibsen
- › Shuriken by Vincent O'Sullivan



Films:

- › Pan's Labyrinth by Guillermo del Toro
- › Black Swan by Darren Aronofsky
- › Cousins by Briar Grace-Smith and Ainsley Gardiner



A range of other text forms: including short stories, non-fiction texts, and visual, spoken, multimodal, and digital texts:

- › Dubliners by James Joyce
- › Planet Earth by BBC and David Attenborough
- › The Danger of a Single Story by Chimamanda Ngozi Adichie